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ABSTRACT

Meeting the needs of a wide range of student abilities in the classroom taxes the talents of educators. If mainstreaming is to be effective, interactions in the mainstreamed classroom should be supportive of students' learning abilities. Since they shoulder the major responsibility of effective mainstreaming, teachers need information and support in using new teaching styles and behaviors. Research studies on teacher attitudes, behaviors, and skills have resulted in findings that provide a model for successful classroom interactions. Some behaviors are easier to incorporate into teaching patterns than others, and allowances must be made for individual teaching styles. Questioning techniques, such as question level, probing, and expectation are important factors in providing supportive feedback to students. Other supportive strategies include monitoring individual class work and fostering constructive interactions among students in small groups, so that mainstreamed individuals can learn about themselves through the responses and reactions of others. A model, appended in chart form, delineates teacher behaviors that support motivating interactions. Fifteen teaching patterns are defined and examples are given of their use in the classroom. Instructional behaviors include learning involvement, individual help, latency, probing, and questioning. Individual regard behaviors involve feedback, encouragement, listening, acceptance, and touching. In the category of managerial behaviors are monitoring, structuring comments, task orientation/expectation, transitions, and desist. (FG)

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TEACHING STRATEGIES
for
EFFECTIVE MAINSTREAMING

Presenter

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TEACHING STRATEGIES FOR EFFECTIVE MAINSTREAMING

Few, if any, teachers have escaped the reality of a multistrata classroom. The reality of meeting the needs of a wide range of student abilities taxes the talents of educators. Given the multiple responsibilities and the complexity of interactions involved in teaching, teachers have valid concerns -- concerns that require a response as to "what's most effective?" Teachers are concerned about the amount of time and attention required by the special student and its impact on other students. Parents, administrators and teachers are also concerned that teaching techniques and skills are appropriate to provide and manage instruction for all students (Larrivee and Cook, 1979; Williams and Algozzine, 1979). Professionals in the field are looking for assistance as they face the span of human variability daily. Help is available, for specific teaching strategies have been identified as effective in mainstream classrooms. These findings need to be disseminated to facilitate successful implementation of the mainstreaming concept.

Seldom do educators reject the intent of P.L. 94-142 (operationalizing it is a different story). Guaranteeing the rights of an individual to an appropriate education is a fundamental value of this democratic society. Integrating mildly handicapped into the mainstream of public education has been the major vehicle to provide this educational opportunity. Logistical concerns have been a major component of mainstreaming. However, if mainstreaming is to be meaningful, attention must be given the quality of interactions in the mainstream setting.

Teacher perceptions influence the quality and quantity of supportive interactions. Since teaching style and content stem from beliefs and attitudes, one's ability to act on these perceptions becomes a measure of effectiveness. What teachers do makes a difference! It is a bit overwhelming for teachers to realize everything he/she says or does in the classroom impacts on student learning for the positive or negative. Teachers who fail to control classroom variables account for their own problem behavior. Whereas, teachers who place students in contact with relevant content and maintain that involvement enhance student achievement (Berliner, 1976). Specific teaching strategies consistently modeled in the mainstream classroom support affective and cognitive success for students (Munroe, 1981; Johnson and Johnson, 1980).

Teaching Strategies for Effective Mainstreaming (continued)

By virtue of the critical importance of classroom behavior, the individual educator necessarily shoulders the major responsibility for effective mainstreaming; however, he/she cannot be expect to "go it alone." An adequate support system is essential for effectively functioning mainstreaming (Yaffe, 1979). A support system to facilitate communication between all persons with a stake in the educational process is desired. The resultant helping relationship fostered by the support system actualizes the professional team concept envisioned by the law. Development of this partnership concept is a major function of the supervisory personnel and provides the foundation for a productive school climate. Efforts to facilitate an atmosphere conducive to learning as the role of the support staff, enable the teacher to focus on teaching strategies and student learning styles.

Teaching behaviors, as shown on the model, reflect what effective teachers practice that make a difference in learning environments. Isolated teaching patterns have been shown to influence student acquisition of knowledge. More frequently, however, clusters of behaviors positively influence the learning of all students. Recognizing this, as well as the developmental and sequential patterns of good teaching, effective teaching strategies are examined in units of related behaviors. Interactions linking an instructional technique, a managerial skill and personal regard provide the focus for teacher behaviors for a given period.

Teachers using the model in a year-long inservice program reported both cognitive and affective gains for students. Educators practicing the supportive behaviors made initial perceptual ratings of students. At the end of the year, teachers reported 53% of the target students achieved better than initially expected, and 41% achieved at the level of initial expectation (Munroe, 1981). These figures emphasize the impact of teacher perception and results of equitable access to learning -- the self-fulfilling prophecy. Extensive research reports that teacher perceptions of student ability dramatically influence the quality and degree of interaction with students (Kerman, 1979). These interactions directly impact on the learning of all students. Handicapped students and low achieving students tend to receive less supportive and fewer motivating interactions.

Teaching Strategies for Effective Mainstreaming (continued)

Reeducation is necessary to change attitudes of differences from negative to positive acceptance so differences are viewed in terms of uniqueness and not as deviant (Johnson, 1976). The disparity in positive interactions to students perceived as different can be overcome by conscious effort to interact equitably with all students. Teachers who actively demonstrated supportive behaviors reported academic gain for students (Kerman, 1979). Classroom structures can address change in attitudes of acceptance. Different patterns of interaction created by interdependence goals create more positive attitudes of acceptance of classmates (Johnson and Johnson, 1980).

Some effective teacher behaviors were more easily incorporated in teaching patterns according to teacher reports. The patterns of encouragement, learning involvement, individual help and monitoring were rated most readily demonstrated. Teaching styles evidencing higher level questioning, probing and listening required more conscious effort on the part of the teacher (Munroe, 1981). Tips and techniques to assist teachers' implementation of effective behaviors have been developed. The examples outlined span a variety of teacher and student styles. For the interactions to be credible, the behaviors must "fit" the individual teacher just as they must be viewed as meaningful by the students. Relevance and congruity of verbal and non-verbal behaviors is of critical necessity.

The effective teaching strategy, flexibility, (Larrivee, 1980) does not appear on the model as a separate behavior. Like the motivating behavior, enthusiasm, flexibility is evidenced as educators model other supportive instructional patterns in their daily classroom activities.

Flexibility, defined in terms of teacher skills in adapting instructional materials and techniques is critical to the success of the mainstream student (Johnson and Brooks, 1979). The relevance of curriculum and learning activities holds particular impact for the handicapped. The student mainstreamed into the regular classroom may be more volatile in response to curriculum that is not relevant, making control of student behavior directly related to teacher skills in adapting curriculum and instruction (Nelson, 1981). Inappropriate curriculum and/or expectations generates failure experiences, increased pupil frustration, dissatisfaction and rebellion. In contrast, teacher skills in communicating to the learner what is to be done/learned and how to proceed (structuring, pacing, sequencing, smooth transitions) increase task oriented behavior (Corno, 1979). This matching of students with appropriate curriculum is positively

related to student achievement (Tikunoff, 1975).

Teacher flexibility is evidenced in the variety of teaching patterns employed at appropriate times, for particular situations (Graham and [illegible]imere, 1981). Dovetailing teacher initiated learning activities with student needs requires a sense of instructional time management which is closely related to the teacher competence flexibility.

Effective behaviors that relate to the teacher's questioning style support constructive teacher-student and student-student interactions. Teachers have to work at asking higher level questions. Posing questions to accommodate student cognitive style requires specific attention. These are not the type of questions that are likely to come on the spur of the moment.

Research has noted that low-order questions answered with 75-80% accuracy support greater student involvement for some levels. Student success in answering higher level questions can be enhanced if teachers use the related behaviors of probing and latency. Restating the question, giving an example or relating to a tangible object aids the student in focusing on the response. Probing by extending the student response provides opportunities for continued thinking practice. Teachers sensitive to the need for students to receive feedback accept alternative response formats. Seldom is there only <u>one</u> right way for <u>one</u> answer.

Latency refers to the amount of time from the question to the response. Attentive, but relaxed waiting of five seconds is minimal. If the teacher builds on the expectation of confidence that the student knows the answer, a wait of 10 or 15 seconds greatly increases the likelihood of student response. Furthermore, latency builds the awareness that "thinking time" will be afforded all students. The teaching style that allows silence after the question (Rowe, 1974) and provides additional information (Andre, 1979) after a pause support student achievement. The staccatto retort for recall questions and the 1-1/2 seconds teachers allow for response does little to build thinking skills. In fact, the competitive format nurtured by the speed of response is harmful to pupils with specific impairments (Sapon-Shevin, 1978). The student's preference for making meaning may cause him/her not to attend to these activities. Not participating or providing feedback to the teacher may generate inaccurate perceptions with reduced opportunity to respond.

Teaching Strategies for Effective Mainstreaming (continued)

Anderson and Faust (1973) contend that the question will have no instructional effect unless students actually make a response. Probing and latency are teacher behaviors to increase the probability of needed student response opportunities. Critical to the likelihood of response is the pattern of feedback and encouragement all students experience. Students perceived as less able were less apt to receive any reaction to their response (Good and Brophy, 1971). One would expect the teacher to be more concerned than usual with helping the low performing student, reinforcing appropriate and correcting inappropriate responses. To counter the tendency to provide feedback selectively, a conscious effort must be made to respond equitably to all students. Heightened awareness of the disparity in form and quality of feedback aids the teacher in structuring classroom interactions.

Feedback works both ways; student feedback influences teacher behavior (Klein, 1971) just as teacher feedback impacts on student learning. Teachers read eye contact, smiles, note taking and volunteering as indicators of student ability (Goodman and Miller, 1980); yet, handicapped students often fail to provide this feedback. In the absence of these interaction patterns, teachers may fail to provide supportive feedback to students. Feedback is viewed as affirmation or correction of academic performance; simply knowing if one is right or wrong. These interactions may be verbal or nonverbal. However, behaviors associated with encouragement focus on taking the "next step," and should be accompanied by guidance that sustains on-task learning.

The more quickly the feedback follows task completion, the more effective it is (Swift and Spivack, 1975). Hopkins (1971) noted that consistent feedback from the teacher concerning the mechanics involved in basic skill development produced improvement for many pupils. Prompt feedback and encouragement are more readily available to students when seatwork is monitored. Teachers can respond to individual needs, assess small group activities and maintain a high degree of on-task behavior while supervising deskwork (Soar, 1972). The attention to task for unsupervised assignments was 8%; monitored small group and seatwork resulted in 80% engaged learning time. When teachers are accessible to students in all areas of the classroom, opportunities to provide oral and written praise for tasks well done increases. Reinforcing learning builds the supportive climate needed for affective and cognitive achievement.

Teaching Strategies for Effective Mainstreaming (continued)

Monitoring individual work vividly demonstrates teacher expectations that the task is worth learning. Modifications can be made for handicapped; however, they must retain responsibility for learning with the group. Anything less would relegate them to second class citizens and be devastating to social acceptance.

Business-like and achievement-oriented behaviors successfully utilize peer tutors and cooperative learning teams to maintain student involvement with subject matter. Constructive student-student interactions in small groups support the social and academic goals of mainstreaming. Peers provide the backdrop from which students learn about themselves (Schwebel, 1968). Student perceptions of their intellectual abilities are learned from teachers as a result of interactions and expectations.

The link of teacher effectiveness is student behavior and in that aspect, task orientation must be considered. Teaching strategies of questioning, encouragement and clarity affect learning outcomes only if they maintain student involvement in learning activities (Berliner, 1976).

Effective techniques such as group alerting and student accountability increase student attention to instruction and maximize the engaged learning time (Bloom, 1976; Gage, 1977).

The direct relationship between time on-task and student gains is supported by research findings for a range of grade levels and subject matter (Cobb, 1972; Samuel and Turmure, 1974; Fisher, 1978; Stallings, 1976).

Effective teaching strategies to maintain students' contact with content have been identified. The <u>how</u> of integrating these instructional patterns will vary according to the teacher. However, the availability of supportive and motivating interaction related to these behaviors needs to be a common characteristic of all classrooms, especially mainstream classrooms. The effectiveness of mainstreaming can be enhanced when <u>equality</u> of educational opportunity becomes the measure of success.

EFFECTIVE TEACHER BEHAVIORS

SEGMENT	A INSTRUCTIONAL	B INDIVIDUAL REGARD	C MANAGERIAL
I	Learning Involvement	Feedback	Monitoring
II	Individual Help	Encouragement	Structuring Comments
III	Latency	Listening	Task Orientation/ Expectation
IV	Probing	Acceptance	Transitions
V	Questioning	Touching	Desist

Munroe, 1982

EXAMPLES OF INTERACTIONS
for
SELECTED BEHAVIORS

TEACHER PATTERN	DEFINITION	EXAMPLE
Learning Involvement	Equitable distribution of response opportunities. Ad hoc grouping. Cooperative learning. Lesson structure. Variety of teacher initiated learning activities. Flexibility. Emphasis on learning and achievement. Organization.	- opportunity to answer question whether response is right or wrong or whether answer is given - put work on display - demonstrate skill - dribble basketball - rotation pattern for distributing, collecting papers, executing housekeeping tasks, errands outside the classroom - display answer on prop - evidence mastery; record on chart, card or - present small group study results - recognize clues of student learning preference
Feedback	Teacher reaction to student response or performance. Reaction needs to be accurate and prompt. Teacher responsiveness - credibility. Descriptive not interpretive. And to the next step, encourage progress. Sustain on-task behavior Postive encouragement; make it of help. Nonverbal communication. Pitch and tone of verbal message are read as positive or negative feedback. Determine the receiver's readiness to hear. Avoid overload; one at a time if the response is to be used. Focus on potential improvement.	Acknowledge task/effort. Affirm response. Correct academics. Clear report; not opinion or why. State to <u>what</u> you are responding. Check the understanding of what was heard (ask to be paraphrased). Share reaction to feedback.

EXAMPLES OF INTERACTIONS
for
SELECTED BEHAVIORS

TEACHER PATTERN	DEFINITION	EXAMPLE
Monitoring	Teacher supervises seatwork by moving about the room. Teacher moves within arm's distance of student in a non-threatening manner; verbal or nonverbal exchange can take place. Small group activity with close teacher direction. Availability for individual help and feedback. Build a sense of belonging; it is safe to have teacher near; the total class is involved; reduce "territorial boundaries." Reinforce on-task behavior.	Teacher pauses by student while monitoring assignment. Consistently uphold standards of academics and behavior. Teacher participates in a small group activity whether teacher directed or student directed. Clarify directions; respond to individual need by developing ad hoc groups. Arrange furniture to facilitate moving to all areas of the room; maintain eye contact with all areas. Move teacher desk location often. Utilize cooperative group activities for constructive student-student interaction. Give attention to student.

EXAMPLES OF INTERACTIONS
for
SELECTED BEHAVIORS

TEACHER PATTERN	DEFINITION/TIP	EXAMPLE
Individual Help	- teacher provides assistance to each student maximizing time on-task - circulate in all areas of the classroom to check work in first few minutes of seat work - move to position body for eye contact and to side or front of student - organized lesson plans to provide learning style, individual need and pacing - perfunctory help may be nonverbal - encourage students to inquire, think independently - teacher assistance to enable student to improve - express concern for achievement of total group; encourage students to help one another; utilize ad hoc groups - incorporate higher level questions to allow students to evidence what they know - provide small subtask in sequential development - deliver immediate feedback, reinforcement - clarify directions/assignment; identify alternatives and consequences; sequence from easy to harder - evidence of a sensitivity to cultural values, learning style - use small group activities focused on student need - develop advanced organizers or checklist (i.e., steps to long division) - design self-check format and teach students to evaluate their product against a standard	teacher involvement; not delegated to student (i.e., teacher moves to student, responds or clarifies instruction for one or two students teacher assists student whether solicited or not private interaction between teacher and student extensive or perfunctory gesture with hand, face or arm indicate amount of time task needs use prop at desk to indicate needed assistance or answer (magic slate) tell <u>how</u> to improve performance - 'check your figures; seems like an error in computation" "try your experiment again using. . ." "hold the pen upright, just tight enough. . " give work in small amounts store all materials in the room (folders in box or record rack) use "take a number" technique keep students on task while waiting for assistance provide information in a variety of modes, locations allow student to contract for work - to be responsible for recording progress develop 3 x 5 cards for prompt evaluation post or arrange for student initiated use use large charts for record keeping post examples of work with standard achievement noted list criteria for judging

EXAMPLES OF INTERACTION
for
SELECTED BEHAVIORS

TEACHER PATTERN	DEFINITION/TIP	EXAMPLE
Encouragement	- statements focusing success of learning performance (praise of accomplishment)	"You accomplished the task, well done."
	- model teacher expectation	
	- rather than a single word ("great"), it is beneficial to have the reason for the praise	"You did a good job blending colors." "Wow! How prompt, you really used your time well."
	- intonation - sincere and positive	"You have obviously worked very hard on this; may I display it?"
	- emphasis on learning, task and product	"You used very expressive words; we could imagine being there in person."
	- provide guides (written and verbal) to progress from stage to stage	
	- use student ideas, acknowledge them and expand	"Jim's idea gives us a totally new way to solve the problem; good thinking!" Who else has an idea?"
	- provide reinforcement or praise following student initiated ideas	
	- use praise or encouraging statement that is valued by students	jargon or lingo "right on" - "gracias" - "muy bien!"
	- structure lessons to allow peer tutoring and peer encouragement	student-student support: praise one another -- joint ownership of accomplishment
	- encourage creative response/task	"Your answer is correct."
	- avoid one "right answer"	"How else might we answer" "Besides the obvious uses, how many other ways could man benefit from _____?"
	- delegate praise to another student	"Sally, what do you like about Greg's report?"
	- reinforce standard of achievement	"Isn't it a neat paper; a pleasure to read."
	- help student set a standard of content and presentation	"You spoke so clearly, we had no difficulty understanding your topic." "Thank you."
	- a little praise goes a long way in any classroom	ways to say "good for you": 1) sharp, 2) super 3) you're on the right track, 4) exactly right 5) thank you for raising your hand, 6) you make it look easy, 7) beautiful, 8) I appreciate your help, and 9) marvelous

EXAMPLES OF INTERACTIONS
for
SELECTED BEHAVIORS

TEACHER PATTERN	DEFINITION/TIP	EXAMPLE
Structuring Comments	"Cognitive scaffolding or intellectual bridge" that proves preparation for the lesson, explanation to link what has happened and what is about to happen.	
	Verbal markers to identify important information.	"This is important" "Be sure to remember..." "Four important points are 1,2,3,4."
	Sequence to provide continuity to learning; teacher expectation and standard; respect for learning.	Outline on board, underline lead words.
	Overview of lesson; develop a mental set for what is to be accomplish and how.	Point to objects to reinforce and tie to meaning for learning style preference.
	Statement to start and end lesson. Statement prior to question. Statement following question. Statement at the end of an episode.	Develop strategies for remembering - mnemonics.
	Clearly end one part, clearly begin new section.	"In summary....."
	Differentiate purpose, type of activity.	"The second topic will require..."
	Provide content related information during discussion, prior to questioning and culminating activity.	Use voice emphasis to provide structure. Base content on prerequisite knowledge and extend.
	Assist learners understanding of assignment.	Clarify terms - "Another way to say..."
	Generate a climate to benefit from mistakes.	"Look at that again..."
	Provide feedback to affirm or correct.	"Your process is right, just check your figures."
	Develop self-check examples; utilize contacts and self-paced materials.	"Predict the answer...?" "What other information do you need?" "Give an answer that represents a knowledge of physics... a sensitivity to ecology... a viewpoint in contrast to the text?

EXAMPLES OF INTERACTIONS
for
SELECTED BEHAVIORS

TEACHER PATTERN	DEFINITION/TECHNIQUE	EXAMPLE
Listening (85% are visual learners)	Stop what you are doing; give eye contact, rephrase what student said. Demonstrate patience (latency) to allow student to respond. Indicate that the student responding has been heard (feedback -- e.g., write response on the board). Don't be obsessed with right answer and fail to hear reasoning, logic and correctness. Indicate you realize interruption "excuse me," provide contact, then invite to continue (courtesy). Be alert to what is not said through body language, etc.; nod, smile, raise eyebrows.	"Right, Robin, I'll write that down." "O.K. Now read the next section a little bit slower, please." - Use what student has said to initiate discussion. - Ask student to expand on response. - Encourage peers to ask questions of speaker. - Provide listening activities to enhance skills. - Ask students to reword directions.
Latency (Latency continued on next page)	Time lapse between asking a question and terminating the response opportunity. Allow a minimum of 5 seconds for student response. Waiting 15 seconds enhances the probability of student interaction. The opportunity to demonstrate latency occurs more frequently when the question requires interpretation or reorganization of facts, or to form an opinion. Teacher does not interrupt "thinking" time of student until after 5 seconds. No effort is made to rephrase or give help until after 5 seconds have elapsed. Teacher stance and other nonverbal gestures evidence a willingness to wait for an answer. Teacher or another student should not provide the answer during thinking time. Blurt outs need to be extinguished.	Phrase questions to include thinking - "You may need to think about this one. . ." "How would you reorder the outline to make it chronological?" "In your opinion, what was the major issue. . .?" List 3 alternative ways to answer this problem. Express, "I believe you can answer or do this, give it some thought." Relax, allow student to relax. Look at student; smile, encourage with nod or nonverbal interaction. This is _____question. He/she will answer, you listen "carefully." Setting rules of class (i.e., raising hand to answer, not speaking when others are talking, etc.) After 5 seconds rephrase or clarify question or task and allow student to respond.

EXAMPLES OF INTERACTIONS
for
SELECTED BEHAVIORS

TEACHER PATTERN	DEFINITION/TECHNIQUE	EXAMPLE
Latency (continued)	Do not go on to another student until a minimum of 5 seconds has passed. If a student terminates the response opportunity by an immediate answer or saying, "I cannot answer," reinforce the awareness that we need to think about some answers longer than others.	Redirect question to another student, or have student expand on initial answer. Ask student how they would ask the question. Allow them to put in their own words, or draw or in writing provide alternative ways to respond.

EXAMPLES OF INTERACTIONS
FOR
SELECTED BEHAVIORS

TEACHER PATTERN	DEFINITION/TIP	EXAMPLE
Task Orientation	- active teaching of process and concept; supervision of assignment and student accountability	Reinforce good work; encourage inquiry
	- model high regard for learning	Have student restate directions
	- clarify; restate task; identify expectation (precise aim of lesson and time frame); don't mix instructions	Answer questions; emphasize learning
		Use ads, food items, posters, greeting cards, bumper stickers, comic strips
	- monitor seatwork/groupwork to focus on task	Verbal cue - "Now get started."
	- relate print to the work about us	Use a minute minder
	- explicit discipline approach	Cut materials in strips; stack for continuity or sequence work tasks
	- prompt attention to task: cues for getting started	Use 3 x 5 cards or checklists to record progress
	- provide prompt feedback	Pattern writing from straight lines to curve
	- give work in small tasks or subtasks; provide checkpoints, and/or evaluation	Gradually remove guide or tracing form
		Demonstrate how learnings are tied together - spelling, writing, math; have students write notes home, describe field trip; interview persons, write surveys; build objects; print short stories
	- check progress often	Tape tasks or steps of a procedure to student's desk
	- sequence work; pace work to student ability; use drill to reinforce learning	"You have ___ minutes; if you finish early with work well done, you can chose from the selection board." (garner points for field trip, go to the library, computer. . .)
	- plan lessons for continuity - build student responsibility for learning	Quality in a set time period; set realistic standard for penmanship
	- adapt learning activity and degree of concentration needed for tasks	If listening center is preferred, use cassette tapes
	- build in "cushion time" for student choice	If written mode is needed, tape copy to desk
	- maintain consistent(not rigid) routines	Challenge students to devise procedure to use
	- use peer tutor	Provide magic markers to highlight sounds, blends, words within words.
	- avoid rushing students	Students report in to demonstrate mastery
	- reduce distractions and interruptions; complete directions, post or display; maintain silent study time	Student stories; expanded stories; projects on color to build vocabulary; science projects
	- shorten time (i.e., spelling words, penmanship drill)	Pause after asking question and before identifying who is to answer
	- provide optional study area, pair or group study; utilize ad hoc clusters	Pause after question; provide more information and select someone to respond
	- contract for time -- student accept decision	
	- structuring on-going activities with mastery or stepwise evaluation	
Task Orientation continued on next page	- use student log or questions related to large group presentation	
	- avoid questioning pattern	

EXAMPLES OF INTERACTIONS
FOR
SELECTED BEHAVIORS

TEACHER PATTERN	DEFINITION/TIP	EXAMPLE
Task Orientation (continued)	- have students develop their own spelling list	Tape record words
	- reduce competition; focus on reward for group	Cooperative team score and individual improvement score
	- clearly identify the end of an activity	
	- use homework to demonstrate what has been learned	Laminate carrier to evidence importance
	- select technical aids appropriate to student needs	Flash cards; spelling, math exercises
	- give directions by spelling aloud slowly	Develop messages; have students spell answer
	- interact with each student at least once a day; build competence, control and a sense of belonging	Use positive reinforcement - set standard of competence; student input for evaluation, better ways to teach material, additions to worksheet
	- have student tape record lesson; have student volunteer go over tape with absent students	
	- sense of instructional time management -- efficient use of time; adjustable time frames; match structure to pupil need	
	- direct instruction patterns involving active teacher involvement → moving to transitional patterns to support	Teacher telling, showing, fixing, correcting, modeling, steering, controlling → modeling, alternatives, cooperating, guiding, limited risk taking

EXAMPLES OF INTERACTION
for
SELECTED BEHAVIORS

TEACHER PATTERN	DEFINITION/TIP	EXAMPLE
Acceptance	- providing a climate conducive to learning through a sense of belonging; feeling of value and receiving respect - demonstrate "pervasive caring" - worth of all human beings. - develop sincere feedback skills; monitor performance provide meaningful direction - model the behavior desired - expressing warmth without accompanying friendliness with challenging academic standards - demonstrate indirect teacher behavior (i.e., accepting feelings, using student ideas, praise and encouragement - perception of student as making an effort, rewarded - use accepting phrases related to class objectives - congruent verbal and nonverbal communication (put arm around student) - build a sense of pride by structuring lessons to progress sequentially and to allow student success - reduce the trauma of mistakes; set a tone to learn from errors; focus on strengths - enthusiastic participation by teacher, evidence importance of topic - build learning exercises that are: 1) transferable, 2) that structure constructive student-student interaction, 3) move students from external to internal locus of control - identify student achievement - be fair and firm: teacher punitiveness produces a lack of cooperation and trust - relate student personal reactions to academic status help students have astake in their learning - flexible patterns of content emphasis; comfortable in various roles - encourage subjective/objective journal recordings - utilize diagnostic evaluation	"Emotions and feelings have no right or wrong; some get in the way of our learning and we need to recognize that." "I accept your feelings, although I don't see it that way." "You are upset; would you like to talk about it?" "If that decision is unfair, what would you suggest?" Acknowledge - "This shows you were really trying." "Close your eyes, relax, imagine how to solve the problem." "I hear what you are saying, but I can't agree." Write vignettes of persons who made a wrong choice, who took a risk or who had a problem. Practice life skills: math to balance check book, fill out application, driver's manual. Allow peer tutors and cooperative interdependent goals. Provide increased control over own existence. Small group responsibility. Active learning activities. Teach a skill of observation and discriminating writing. Allow learner to have options, to make choices. Make personal correction in private.
Acceptance continued on next page	- balanced relationship between teachers and learners - mutual respect and equitable interaction - never criticize in public	

EXAMPLES OF INTERACTION
for
SELECTED BEHAVIORS

TEACHER PATTERN	DEFINITION/TIP	EXAMPLE
Acceptance (continued)	- progress in step-by-step process from: 1) externals or surface behavior and characteristics - to 2) internals or how others "operate" or plan - to 3) what kinds of information persons use, their problem solving skills, and 4) what they value and why, and 5) most personally, deep feelings and fears - impartial and unemotional - state behavior as an "I" message - stop disruptive behavior before it spreads - negative emotions are normal (fear, self-doubt) - checking in or magic circle activities allow persons to share feelings and what they are thinking - no judgments - accept feelings, then suggest solution	teach students to recognize how they accept and to what degree "When (describe behavior or situation), I feel (state feelings in one word if possible) because (describe how you are affected by the behavior)." (i.e., "When you interrupt, I feel disappointed because you missed a very special clue that was given," or, "I am angry." "I think I understand how you feel, but if you tell me we will both know." role play situations of historical or current figures or social situations "Sometimes we all need to cry." "It's O.K. to show emotion." "The thunder is noisy, but exciting." "Isn't that disappointing?" "You added and you were to multiply." "How about doing that again?" "I understand your anger since your _____ was broken -- would it be a good idea if the two of you repair the _____?" "Ouch, I bet that hurt!" "You should be pleased with the way your _____turned out."

EXAMPLES OF INTERACTIONS
for
SELECTED BEHAVIORS

TEACHER PATTERN	DEFINITION/TIP	EXAMPLE
Probing	Restating or rephrasing question; providing learning clue, clarify vocabulary in non-threatening manner; additional information. Short explanatory statements followed by student involvement (drill). Support or extend student participation. Expansion of student response by another student. Reduce teacher role as source of all knowledge. Problem-solving exercises to develop skills in generalizing and interpreting results. Maintain task orientation. Transfer or application of learning to a new situation. Support total group achievement -- provide options for demonstrating mastery of content. Encourage students to inquire, think independently, imagine. Use a group of episodes to illustrate interrelation of learning (reduce fragmented learning).	After 5 seconds, "Let me try it another way..." Display an example of the object. Ask another to restate the question. Match clue with student's best style or mode of learning: visual, auditory, kinesthetic, combination. "Where can we find this information?" "How might a peer answer or ask...?" "How would someone in authority ask...?" Aloud: 1)list all clues, 2) determine what you need, 3) predict answer; ask what is another name for_____, 4) represent all information by drawing diagram, model, flow chart, and 5) check answer. Relate isolated fact learning to life skills (i.e., math processes to balancing checkbook; letter of application, credit; driver's license. Read part of story, reflect, place self in setting, write end to the story; compare and contrast. There isn't <u>one</u> right answer. Develop vignettes to answer questions of "why do you think_____?"

EXAMPLES OF INTERACTIONS
for
SELECTED BEHAVIORS

TEACHER PATTERN	DEFINITION/TIP	EXAMPLE
Management of Transition	Efficient use of time; clarity and organization.	Begin and end class on time.
	Business-like orientation; achievement focus; opportunity to learn criterion material.	Teacher organized and ready to go; enthusiastic interaction; routine for homework; student initiated questions or problems.
	Reduce time loss between learning activities.	Attention cues: have question on board to be researched; interest-getter: "How do you think...?"
	Focused instruction time; on-task study.	Create blocks of study time; monitor; checkpoints.
	Develop self-starting learning exercises, pacing flexible time frame orientation.	Long-term assignments; sequence of class time posted, have materials readily available; don't provide all directions orally.
	Avoid rushing or hurry-up activities.	Acknowledge "sustained study time."
	Minimize interruptions; design prompt attention to attendance and routines; avoid confusing or conflicting directions.	Cut visitors, intercom and teacher announcements.
	Use of group alerting and accountability.	Magic slates or cards at desks; charts; profiles; or card files to record progress.
	Props; Avoid pattern of questioning.	State question then name person to respond. Distribute questions equitably.
	Awareness of dangles	Incomplete statements; interruption of thought and never return; "You know..." "Look at the board..."
	flip flops	Begin an activity "Open your math books to page 11, Jim read;" "Oh, on your spelling papers..."
	overlapping	Addressing two tasks simultaneously (i.e., visual monitoring of class; while listening to oral reader).
	with-it-ness or managing surface behavior	Knowledge of what is happening in all areas of the class
	thrusts	Major emphasis and build-up for topic to be dropped without closure.

EXAMPLES OF INTERACTIONS
for
SELECTED BEHAVIORS

TEACHER PATTERN	DEFINITION/TIP	EXAMPLE
Higher Level Question	Knowledge questions require recall of information. Intellectual abilities require use of that information; application. Questions from more than one level of taxonomy. Ask to elaborate, give answer, evidence logic, make inference, draw conclusion, have an opinion, make generalization, organize information, interpret, explain non-literal information. Anyone can deal with higher level questions if the content is appropriate. Employ latency and delving skills to set a climate for thinking, not merely return of facts; summarize communication. Model openness to different answers. Expect student to think; relay this expectation. Develop a variety of questions in advance of interaction, write them out on cards, practice first by recognizing inconsistencies. Putting elements together to form a whole, explain steps in logical sequence, in time sequence. Think creatively. Model acceptance of responses.	"If you get lost at the park, what would you do?" "What could we do at school to conserve energy?" "How would you change the screenplay to reflect current scientific theories?" "How do the animals help mankind?" Predict the outcome of the elections. If the bond issues fail, what will be the first area to suffer? Find the errors. . . Make up rules for a new games. Explain the relationship. Identify. . . Match. . . Show a graph . . . "In what order would you do the following to arrive on time for the airplane?" Suppose you were on a desert island; what one thing would you take?

EXAMPLES OF INTERACTION
for
SELECTED BEHAVIORS

TEACHER PATTERN	DEFINITION/TIP	EXAMPLE
Touching	- contact in a friendly manner: touch of shoulder, arm, elbow, hand	hold hand or finger; trace shape
	- relate touch as reinforcement for learning performance	place hand on arm or shoulder, gently
	- be prepared to be touched; don't reject contact	pat on shoulder or elbow accompanied with "good job"
	- do not touch in anger; don't associate touch with slap or push	communicate apology for interruption, but that you will come back.
	- build trust; let contact be sincere and earned (both your touch and the receipt of touch)	direct the blind by holding their elbow
		obtain attention
	- handicapped expect touch	utilize handshake and courtesy contact
	- if touch is misinterpreted, stop class and explain that the touch was to support a good job	
	- don't let misunderstanding mushroom and place the purpose out of context	
	- practice appropriate behavior as introductions - a receiving line, accepting an award or diploma	
	- if you touch a student and the response is "Don't touch me," excuse yourself and go on without incident	
	- touch low achievers as frequently as high achievers	

EXAMPLES OF INTERACTIONS
for
SELECTED BEHAVIORS

TEACHER PATTERN	DEFINITION/TIP	EXAMPLE
Desist/Control	- consistent procedure for discipline and classroom management - how the teacher controls the class - state and maintain high learning expectations - phrase or gesture used by teacher to reinforce rules - use positive nonverbal cues to support accepted behavior; move to disuade misbehavior - allow student input in rules for class activities - clearly state and post class rules and consequences - behavior that indicates to the students that the teacher knows what they are doing - change physical arrangements of the room - use a timer to indicate period of work - provide optional study area - increase positive reinforcement - make reward meaningful to student (valued) - use bulletin boards to display quality work - reduce distraction; provide for silent uninterrupted reading, writing, study - use variety of learning activities - use group alerting clues; student accountability - correct deviant behavior with focus on acceptable patterns - isolate or provide time out for offender; make arrangements with another teacher - teacher deportment that demonstrates what is being taught is worth learning - avoid power struggle or argument - provide attention-getter; attention when not expected; do not reinforce negative behavior - make sure student knows your intent - avoid two activities simultaneously	accept role of teacher; indicate your rights - to teach, to be heard, to receive courtesy hand movement emphasize rule and behavior to comply identify how the learning environment is structured clearly indicate consequences "3 checks, 15 minutes. . ." send letter home to parents to state rules, have returned (signed) as a contract use large poster board to list 4 rules stop misbehavior: "your talking disturbs others" alternative behavior: "while you are out of your desk, please find the _____ and look up _____." set timer to initiate self-starter activity - initial warm-up, typing practice, getting out supplies "you may study in isolation, the library or with a_____. "If you waste time now, you make up on your time." "I like the way you followed directions - got to work promptly; listened to the question." time allotted to use educational games, computer, field trip refuse to be interrupted; put sign on door enforce everyone reads; use charting or credits for accomplishments use verbal guides to indicate student rights to learn and not be disrupted "Excuse you for interrupting; how do we act when someone else is talking?" "Please take your work, this pass and report to Mrs. Smith, Room 101." enthusiastic presentation and a vigor to help students learn
Desist/Control continued on next page		

EXAMPLES OF INTERACTIONS
FOR
SELECTED BEHAVIORS

TEACHER PATTERN	DEFINITION/TIP	EXAMPLE
Resist/Control (continued)		"You are very powerful, I don't plan to fight with you." "Your behavior indicates you don't want to be a part of this activity." visually supervise large group from physical position in small group

EXAMPLES OF INTERACTION
for
SELECTED BEHAVIORS

TEACHER PATTERN	DEFINITION/TIP	EXAMPLE
Personal Interest/ Expectation	- compliment student for effort in a setting outside the classroom - knowing something about student outside subject matter - use a sociometric tool, open ended questionnaire or hobby assignment - compliment behavior extraneous to the instructional task - use praise with sensitivity for culture and peer expectations - allow student to share through use of a journal card - respect and protect one's feelings - model courtesy, use appropriate verbal cues - avoid rudeness, sarcasm, berating statements - intonation and facial expression sincere - don't expect any behavior you are not willing to return or demonstrate first - express interest in an individual student - "appreciates board" or area - develop a hobby corner for displays - don't make a "Will you" statement if saying no is really not an option - interactions more likely to occur during class transitions than classwork - cleverness is not bought at the cost of another's dignity - do not use terms as "Buster" "Big Man" "Miss Hollywood" when intonation denotes insult - be willing to listen to all students - encourage culturally different students to express their experiences and interests - develop course content relevant to all students - use a technique to find out about your students: a) compile a "yellow pages" of student expertise, b) use student names in math problems, c) special interest minicourses, d) student developed trivia quizzes, crossword puzzles, creative writing, e) imaginary trip report and f) hobby report	"I noticed your science exhibit." "Congrats on being elected _____." "Since you are into photography, I'd like your help in _____." allow student to be an "expert" on something respond on card and return keep confidence "Will you please. . .?" "Please." "Thank you." "Excuse me." "Your welcome." open doors, offer to help pardon yourself for interrupting "How attractive, that is a good color for you." notes of thank you and appreciation are developed for all to see; encourage others to do so also "I need you to. . . now and there is no choice this time." I appreciate your cooperation "What do you enjoy most about your hobby?" "You have lived in Mexico: how does the climate differ from_____?" "Has anyone ever lived outside the U.S.?" respond positively to those who volunteer; provide options to speak on tape recorder, etc

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